



PDHPE

YEAR 10 Sexual Health ASSESSMENT TASK

Date of initial notification: Term 1, Week 7	Date of submission: Term 1, Week 10
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Time Allowed: 2 weeks preparation	Task Number: 1
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Course Component/Focus area/topic/module: Sexual Health

Outcomes/ Competencies to be assessed in this task: <ul style="list-style-type: none">● PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships● PD5-6 critiques, contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
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<p>Task Description: In-class written response</p> <ul style="list-style-type: none">● Students will have 55 minutes to complete in-class written responses to a series of short-answer questions related to <i>The Sexual Health</i> unit.● Students are required to use the NESA Key Words (highlighted in bold within the questions) to guide their responses effectively.● Students will be provided with two lessons of class time to prepare for this task.● The written response will be completed in class within one lesson. No additional time will be provided for students who are absent.● Students are NOT permitted to bring any notes into the exam room. <p>During the exam, students will answer the following questions:</p> <p><u>NOTE:</u> <i>Describe</i> - provide the features and characteristics of <i>Identify</i> - Recognise and name <i>Explain</i> - Relate cause and effect; make the relationships between things evident; provide why and/or how <i>Evaluate</i> - Make a judgement based on criteria; determine the value of <i>Discuss</i> - Identify issues and provide points for and/or against.</p> <p><u>Section 1 - Sexually Transmitted Infections</u></p> <ol style="list-style-type: none">1. Identify <u>three</u> common sexually transmitted infections.2. Describe the symptoms and treatments for <u>three</u> sexually transmitted infections
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Section 2 - Safe sex practices

3. **Describe** three safe sex practices
4. **Discuss** the effectiveness and limitations of one of these practices

Section 3 - Influences on decision making

5. **Identify** three factors, including laws, that influence healthy decision making
6. **Explain** how one of the factors can promote safe decision making in regards to sexual health .
7. **Evaluate** one sexual health support service available to young people

YEAR 10 SEXUAL HEALTH MARKING CRITERIA

Section 1

Question 1 - Identify three common sexually transmitted infections.

Mark	CRITERIA
	<ul style="list-style-type: none">● PD5-6 critiques, contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
3	Correctly identifies three common sexually transmitted infections.
2	Correctly identifies two common sexually transmitted infections.
1	Correctly identifies one common sexually transmitted infection.
0	No sexually transmitted infection identified.

Question 2 - Describe the symptoms and treatments for three sexually transmitted infections

Mark	CRITERIA
	<ul style="list-style-type: none">● PD5-6 critiques, contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
6	<ul style="list-style-type: none">● Extensively describes the correct symptoms and treatments for three sexually transmitted infections.● All six boxes are correct● Clear and concise language has been used throughout response.
5	<ul style="list-style-type: none">● Thoroughly describes the correct symptoms and treatments for three sexually transmitted infections.● A minimum of five boxes are correct● Clear language has been used throughout the response.
4	<ul style="list-style-type: none">● Correctly describes the symptoms and treatments for three sexually transmitted infections.● A minimum of four boxes are correct

	<ul style="list-style-type: none"> ● Sound language has been used throughout response.
3	<ul style="list-style-type: none"> ● Describes the symptoms and treatments for three sexually transmitted infections at a basic level. ● A minimum of three boxes are correct ● Basic language has been used throughout response
1-2	<ul style="list-style-type: none"> ● Elementary understanding of symptoms and treatments for sexually transmitted infections was demonstrated ● One box of information is correct or information is unclear/inaccurate ● Elementary language has been used throughout the response.
0	<ul style="list-style-type: none"> ● Limited or no relevant information provided.

Section 2

Question 3: Describe three safe sex practices

Mark	CRITERIA <ul style="list-style-type: none"> ● PD5-6 critiques, contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
3	Correctly describes three safe sex practices.
2	Correctly identifies two safe sex practices.
1	Correctly identifies one safe sex practice.
0	No safe sex practices are identified.

Question 4: Discuss the effectiveness and limitations of one of these practices

Mark	CRITERIA <ul style="list-style-type: none"> ● PD5-6 critiques, contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
5	<ul style="list-style-type: none"> ● Extensively discusses the effectiveness and limitations of one safe sex practice or contraceptive method
4	<ul style="list-style-type: none"> ● Thoroughly discusses the effectiveness and limitations of one safe sex practice or contraceptive method
3	<ul style="list-style-type: none"> ● Soundly discusses the effectiveness and limitations of one safe sex practice or contraceptive method
2	<ul style="list-style-type: none"> ● Basic understanding of the effectiveness and limitations of one safe sex practice or contraceptive method. ● The effectiveness and/or limitations may or may not be present. ● May not provide a relevant practice.
1	<ul style="list-style-type: none"> ● Elementary understanding of the effectiveness and limitations of one safe sex practice or contraceptive method. ● Elementary level example or no relevant practice mentioned.
0	<ul style="list-style-type: none"> ● No relevant information or student has not attempted a response.

Section 3 - Influences on decision making

Question 5: Identify three factors, including laws, that influence healthy decision making

Mark	CRITERIA
	<ul style="list-style-type: none"> ● PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships ● PD5-6 critiques, contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
3	<ul style="list-style-type: none"> ● Clearly identifies three key factors that influence positive sexual health decision making ● Provides a detailed explanation of how these factors impact decision making
2	<ul style="list-style-type: none"> ● Identifies two key factors that influence positive sexual health decision making ● Provides an explanation of how these factors impact decision making
1	<ul style="list-style-type: none"> ● Identifies two key factors that influence positive sexual health decision making ● May or not provide an explanation of how these factors impact decision making
0	<ul style="list-style-type: none"> ● No sexually transmitted infection identified.

Question 6: Explain how one of the factors can promote safe decision making in regards to sexual health .

Mark	CRITERIA
	<ul style="list-style-type: none"> ● PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships ● PD5-6 critiques, contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
5	<ul style="list-style-type: none"> ● Extensively explains how the chosen factor promotes safe sexual health practices. ● Direct connection made between the factor and safe decision-making (e.g., STI prevention, consent, contraception use). ● Provides a relevant and realistic example.
4	<ul style="list-style-type: none"> ● Thoroughly explains how the chosen factor promotes safe sexual health practices. ● Connection made between the factor and safe decision-making (e.g., STI prevention, consent, contraception use). ● Provides a relevant example.
3	<ul style="list-style-type: none"> ● Explains how the chosen factor promotes safe sexual health practices to a sound level. ● Some attempt to connect the factor and safe decision-making (e.g., STI prevention, consent, contraception use). ● Provides relevant example.
2	<ul style="list-style-type: none"> ● Explains how the chosen factor promotes safe sexual health practices to a basic level. ● Minimal attempt to connect the factor and safe decision-making (e.g., STI prevention, consent, contraception use). ● May not provide an example or example is not relevant.
1	<ul style="list-style-type: none"> ● Explains how the chosen factor promotes safe sexual health practices to an elementary level. ● May not provide an example or example is not relevant.
0	<ul style="list-style-type: none"> ● No relevant information or student has not attempted a response.

Question 7: Evaluate one sexual health support service available to young people

Mark	CRITERIA <ul style="list-style-type: none"> ● PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships ● PD5-6 critiques, contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
7-8	<ul style="list-style-type: none"> ● A detailed, clear and balanced judgement is made about how well a sexual health service supports young people (<i>type of support offered, service location, quality of information and contract information</i>). ● Language is concise, accurate and detailed. ● Multiple clear, recent and relevant examples used to support judgement
5-6	<ul style="list-style-type: none"> ● Multiple clear and balanced judgments are made about how well a sexual health service supports young people (<i>type of support offered, service location, quality of information and contract information</i>). ● Language is accurate and detailed. May lack fluidity. ● Multiple recent and relevant examples used
3-4	<ul style="list-style-type: none"> ● Judgement made about how well a sexual health service supports young people (<i>type of support offered, service location, quality of information and contract information</i>). ● Language is accurate and sufficient. May lack some detail or fluidity. ● Some attempt to use examples to support judgment.
1-2	<ul style="list-style-type: none"> ● Judgement may or not be made about how well a sexual health service supports young people (<i>type of support offered, service location, quality of information and contract information</i>). ● Language used is basic. Lacks accuracy, detail or fluidity. ● Examples to support judgement not provided or not relevant.
0	<ul style="list-style-type: none"> ● Student has not attempted a response or no relevant information provided.

Feedback/comments:

<p>What did you do well?</p>
<p>What could you have done better?</p>
<p>Other</p>